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ABSTRACT

This bibliography is a guide to recent ERIC documents on the socialization of young children. Abstracts are provided for entries cited from Research in Education. Articles from Current Index to Journals in Education are listed. Titles selected were indexed under one or more of the following: social behavior, social development, social maturity, social reinforcement, social influences, socioeconomic status, social attitudes, moral values or social adjustment. (KM)

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SOCIALIZATION OF YOUNG CHILDREN: AN ABSTRACT BIBLIOGRAPHY

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Socialization of Young Children: An Abstract Bibliography

This bibliography is a guide to recent ERIC documents on the socialization of young children. Included are such topics as competition, cooperation, conflict resolution and classroom interaction. Entries cited are from the abstract journal, Research in Education (RIE). Journal articles listed appeared in Current Index to Journals in Education (CIJE).

Both RIE and CIJE titles selected were indexed under one or more of the following terms: Social Behavior, Social Development, Social Maturity, Social Reinforcement, Social Influences, Socioeconomic Status, Social Attitudes, Moral Values or Social Adjustment.

Citations are assigned ERIC Document (ED) numbers and are available through the ERIC Document Reproduction Service (EDRS) in either microfiche (MF) or hard copy (HC). (See ordering directions in the back of this publication.)

Certain publications which are also available directly from other sources have availability information listed below the abstract.

References (from RIE)

1. Baker, Jean M.; Martin, James. Bicultural Socialization: A Group Process Approach to Bilingual Instruction; Behavior Observation Schedules. 1971, 41p. ED 062 383

*Behavioral Science Research; Behavior Change; *Bilingual Education; Check Lists; Classroom Techniques; Data Collection; Evaluation Techniques; *Group Activities; Instructional Innovation; Leadership; *Observation; Reinforcement; Reliability; Social Behavior; *Socialization; Spanish Speaking; Student Behavior; Teacher Aides; Teacher Behavior

These 11 behavior observation schedules were developed to serve as a source of data for evaluation experimental variations in instructional procedures and classroom organization, and for monitoring changes in teacher, teacher aide, and child behaviors.

2. Barclay, James R.; And Others. Behavioral and Achievement Correlates of Social Interaction Variables in the Elementary Classroom. April 1972, 32p. ED 062 394

*Academic Achievement; Analysis of Variance; Behavior Patterns; Behavior Rating Scales; Classroom Environment; Computer Oriented Programs; *Correlation; Data Analysis; Educational Diagnosis; *Elementary Grades; Interaction; Multiple Regression; Analysis; Observation; Peer Relationship; Self Evaluation; Sex Differences; *Social Behavior; Student Needs; Systems Approach; Teacher Influence; *Test Validity

The purpose of this study is to report a behavioral observation validation of a multiple social interaction measurement instrument entitled the "Barclay Classroom Climate Inventory." This instrument measures social interaction in the elementary classroom as derived from self-report, peer judgments and teacher expectations. It provides an integrated need assessment system for use in diagnostic planning of curricular and behavioral interventions. In this study, an effort was made to relate psychometric variables to actual observed behavior in a number of classrooms of the Corpus Christi Public Schools over a ten-day period, with 700 elementary children as subjects of observation.

3. Barclay, James R.; And Others. The Influence of Paternal Occupation on Social Interaction Measures in Elementary School Children. April 1972, 24p. ED 062 393

Check Lists; *Elementary School Students; *Environmental Influences; Expectation; Factor Analysis; *Fathers; Grade 4; Grade 5; Grade 6; Interaction; *Occupations; Peer Relationships; Self Evaluation; Sex Differences; *Social Behavior; Statistical Analysis; Student Teacher Relationship; Vocational Interests

To determine the specific nature of the environmental "press" derived from paternal occupation on the social interaction of children in the classroom, 1,386 elementary children were administered the Barclay Classroom Climate Inventory. Results are presented according to the fathers' occupations.

4. Beck, Clive. Moral Education in the Schools. Some Practical Suggestions. 1971, 44p. ED 057 005

*Ethical Instruction; *Moral Values; *Personality Development; *Teaching Methods; Values

This document contains practical suggestions for moral education which, although tentative, are based to a considerable extent on classroom experimentation. There are three main sections. The first suggests a series of mini-courses to be incorporated in the school curriculum. It deals with personal and social values in general, human relations, decision making, human issues in the world today, and value theory, with a number of specific topics listed under each heading. The second chapter contains suggestions on teaching methodology and discusses three classification systems for moral assessment: 1) moral values, subdivided into interpersonal virtues and individual virtues; 2) moral components underlying a student's moral character; and 3) six moral stages through which students normally develop. These stages are simple authority orientation, simple independence orientation, limited conformity orientation, broad conformity orientation, process and contract orientation, and ultimate life goals orientation. The third chapter attempts to provide systematically a general theory of values through the consideration of moral diversity and moral relativism, the purpose of morality, moral and nonmoral values, the self and others, the favoring of an inner group, and the establishment of harmony between groups around the world. There is a brief bibliography.

5. Berk, Leonard; And Others. The Moral Explanations of Teachers, The Moral Development of Students. April 1972, 34p. ED 066 422

*Ethical Instruction; Moral Issues; *Moral Values; School Role; *Socialization; *Student Attitudes; Student Development; *Teacher Attitudes; Teacher Role

This report presents the problem of school practice and moral socialization in an attempt to transform the issues into a problem for research. Three divisions of study are presented: 1) a rationale for the examination of schooling and moral development, 2) the development of procedures for analyzing the use of explanations, and 3) speculation on the basis of pilot test results about the direction that future research might take. The rationale for the study presents a review of two perspectives in socialization literature. The sociological perspective addresses the manner in which social mechanisms impress themselves on individuals as a means of perpetuating the social order. The psychological perspective concerns the manner in which children incorporate their social environment. An adequate study of the influence of the school on the moral developments of the child is also presented. Procedures developed included a modification of the Kohlberg free-response interview paralleling a technique developed and used by Rest (1969) and a modification of the school-specific "Clarke Barto Incident," developed by Nordstrom and Friedenberg. Data were collected for the purpose of instrument development, not to demonstrate anything about the schools. The final section illustrates the character of the speculation and indicates future areas of study. A 22-item bibliography and appendixes of procedural material are included.

6. Bertram, Charles L.; And Others. Summative Evaluation of the Appalachia Preschool Education Program. December 971, 50p. ED 062 024

Cognitive Objectives; *Comparative Analysis; *Early Childhood Education; Educational Finance; *Educational Programs; Educational Television; Field Studies; Home Visits; Individual Development; Interpersonal Competence; Kindergarten Children; Language Development; Mobile Classrooms; Preschool Children; *Preschool Education; *Program Evaluation; Psychomotor Skills; Task Performance; Testing; Test Results

A report of the findings from the three-year field test of the Appalachia Preschool Education Program (APEP), an early childhood education program is presented. The report describes the human and fiscal effort required to operate the program and the changes in the performances of children resulting from the use of the program. It also contains a description of the target population for the program. Findings include: (1) Scores on a test of cognitive objectives favored children who received the Appalachia Preschool Education Program; (2) A trend toward increased language development was observed for APEP children as opposed to children comparison groups; (3) Children

who participated in the program scored significantly higher than comparison groups in psychomotor skills; (4) Children who participated in the mobile classroom activities gave indications of having developed more constructive social skills than children who received only the home visitor and television program; and (5) Children in the program reached significantly more cognitive objectives than children who received no treatment.

7. Bogan, Robert. Moral Conduct and Moral Character: A Psychological Perspective. Report 129. April 1972, 43p. ED 066 377

*Affective Behavior; Behavior Development; Empathy; Ethical Values; *Ethics; Human Development; *Moral Values; Personality Development; Philosophy; *Socialization; Social Maturity

This paper deals with two specific issues: the explanation of moral conduct and the structure of moral character. The purpose of the paper is to describe a new psychological perspective on moral conduct, and to discuss some empirical findings which follow from this perspective. Morality is regarded here as a natural phenomenon which considers understanding of moral behavior to be dependent on knowledge of man's biological and psychological nature. The implied assumption is that an evaluative tendency is an integral part of social conduct and, moreover, that moral conduct is social conduct. Definitions are provided for morality, moral behavior, and moral character. Five important aspects of character development that are pertinent to the explanation of moral behavior are: moral knowledge, socialization, empathy, the ethics of conscience vs. the ethics of responsibility, and autonomy. Each of these dimensions is defined in terms of a specific assessment device, and the relationships among the scales are examined.

8. Bolstad, Orin D.; Johnson, Stephen M. Self-Regulation in the Modification of Disruptive Classroom Behavior. 1972, 32p. ED 065 195

*Behavioral Science Research; Behavior Change; Child Development, Child Psychology, *Classroom Observation Techniques; Comparative Analysis; *Discipline Problems; Early Childhood; Experimental Groups; Individual Development; Personality Development; Primary Grades; *Problem Children; Self Concept; *Self Control; Social Development

This study compared self-regulation and external regulation procedures in the treatment of children's disruptive classroom behavior. Following the collection of baseline data, three of the four most disruptive children in each of 10 first and second grade classrooms were reinforced by the experimenter for achieving low rates of disruptive behavior. The fourth child served as a control subject throughout the experiment. Two of the three experimental subjects were then taught

to self-observe their own disruptive behavior. In the final reinforcement period, these subjects were given control over dispensing reinforcers to themselves, based on their self-collected behavioral data while subjects in the other experimental group continued with the externally managed reinforcement. In extinction, reinforcement was discontinued for all subjects, but one of the self-regulation subjects in each classroom continued to overtly self-observe. Results indicated that both reinforcement programs produced a considerable reduction in disruptive behavior. The self-regulation procedures were slightly more effective in reducing disruptiveness than was the external regulation procedure and this advantage persisted into extinction. These results suggest that self-regulation procedures provide a practical, inexpensive, and powerful alternative in dealing with disruptive behavior in children.

Availability: Orin S. Bolstad, Psychology Clinic, 1679 Agate, University of Oregon, Eugene, Oregon

9. Brearley, Molly (Ed.) The Teaching of Young Children: Some Applications of Piaget's Learning Theory. April 1970, 192p. ED 059 756

Art Appreciation; Art Expression; Aural Learning; Classroom Observation Techniques; *Early Childhood; Educational Objectives; *Effective Teaching; Expectation; Human Development; Learning Processes; *Learning Theories; *Mental Development; Moral Values; Music Appreciation; Perceptual Development; *Primary Grades; Response Mode; School Role; Student Teacher Relationship

The goals of the education of young children and how these goals may best be met are presented. The main thesis of this book is that "the main work of the school is the fostering and developing of mental life, enabling children to experience more fully and consciously all that life has to offer." The book contains 10 chapters. Chapter 1 contains the Introduction. Chapter 2, Science: Expectations, Conjectures and Validations, describes human learning as a process of building up an internal model of the world. Chapter 3, Art: Representation and Expression, considers how to foster the artistic development of young children. Chapter 4, Literature: Impression and Reflection, covers the personal relevance in a child's response to a story. Chapter 5, Movement: Action, Feeling and Thought, is concerned with the impressions made on a baby by the movement around him. Chapter 6, Mathematics: Ordering, Relating, Measuring, points out that the genesis of mathematical concepts lies in the earliest explorations of infancy. Chapter 7, Music: Hearing and Making Sound, discusses the effects of sound on a baby's aural perception. Chapter 8, Morality: Values and Reasons, discusses the inability of children to put himself at another person's point of view. Chapter 9, Psychological Standpoint, discusses education of primary school

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children as a multidisciplinary endeavor. Chapter 10, Teachers and Children, describes the activities observed in a particular classroom.

Availability: Schocken Books, 67 Park Avenue, New York, N.Y. 10016 (price $5.50)

10. Coleman, James S. Academic Games and Learning. 7p. ED 049 966

*Educational Games; Elementary Grades; Goal Orientation; Kindergarten; *Learning Motivation; Learning Processes; Secondary Grades; *Simulation; *Socialization; *Social Studies; Teaching Techniques

The aim of this paper is to give some insight into what academic simulation games are, what their goals are, how they accomplish these goals, and how they differ from other ways of teaching and learning. A game is a way of partitioning off a portion of action from the complex stream of life activities. It partitions off a set of players and allowable actions, a segment of time, and establishes a framework within which the action takes place. The game can even be described as a minute social system, and is therefore an important part of the socialization of children. The kind of learning that can go on in a game, is complimentary to, and prior to, the kind of learning that occurs in the standard information transmission model of school learning. Learning in a game is the development of affect toward a new goal; and the transmission of knowledge that occurs in an ordinary classroom is a way of facilitating action toward that goal. The game provides the structure which Jerome Bruner argues is so important to retention and usability of information. In the social studies, a game provides such a structure for action with the most direct impact upon children described as unmotivated. One of the games developed by the Johns Hopkins Games Project gives some idea of what such games are and do.

11. Emmerich, Walter. Structure and Development of Personal-Social Behaviors in Preschool Settings. ETS Head Start Longitudinal Study. November 1971, 223p. ED 063 971

Black Community; *Classroom Observation Techniques; *Cognitive Development; Cognitive Measurement; Correlation; Economically Disadvantaged; *Measurement Techniques; Personal Growth; Sex Differences; *Social Development; *Socioeconomic Influences

As part of an ongoing longitudinal study of early cognitive, affective, and social development in economically disadvantaged children, this investigation assessed the classroom behavior of 500 urban preschool children from Portland, Oregon, St. Louis, Missouri, and Trenton, New Jersey. The majority were black and enrolled in Head Start. Primary aims were to find the structure of classroom behavior, examine similarities and differences in structure among subgroups and test (mean) differences among subgroups on measures of personal-social constructs. The instruments used in the system of measurement were the Bipolar and Unipolar Scales and the Manual of Scale Definitions. Major topics reviewed in detail are: Method; Structural Analyses: Procedure; Structural Findings; Further Results of the Fall (1) X Spring Samples; Results of the Fall (1) X Fall (2) Sample; Construct Correlates of Masculine-Feminine and Dependent-Independent; Components of Adult and Child Orientation; and Conclusions. Fifty-three references are cited. Summarized in 29 tables is a breakdown of samples of construct- and component measures according to age, sex, and period of observation (Spring or Fall). Appendixes A through H include the rating forms used in the analysis and data gathered using the Bipolar and Unipolar Scales.

12. Gottfried, Nathan W.; Seay, Bill. An Observational Technique for Pre-School Children. April 1970, 13p. ED 058 293

Behavior; *Behavior Development; Behavior Patterns; Caucasians; Negro Youth; *Observation; *Peer Relationship; *Preschool Children; Reliability; *Social Behavior; Social Development

A method for direct observation study of early peer-social and object directed behavior in humans was designed to articulate with techniques widely used in studies of social behavior of infra-human primates. Occurrence of behavior fitting the definitions of each of six categories of object behavior and nine categories of social behavior is noted once during each 15-second interval. The number of recorded intervals in a 15-minute session provides the basic scoring unit. Observer reliabilities were estimated from paired data for four observers. Thirty-eight Negro and Caucasian children, ages three through five years, were observed in 3-child play groups. Median reliabilities of .95 and .81 were obtained for object and social behavior categories respectively.

13. Gottlieb, Jay; Budoff, Milton. Social Acceptability of Retarded Children in Nongraded Schools Differing in Architecture. Volume 2, Number 28. 1972, 17p. ED 062 748

Architectural Programing; *Educable Mentally Handicapped; *Exceptional Child Research; Mentally Handicapped; *Nongraded Classes; *Peer Relationship; Regular Class Placement; School Buildings; *Social Attitudes; Special Classes

The social position of integrated and segregated educable mentally handicapped (EMR) children in a traditional school building was compared to that of EMR children in a no-interior wall school. The results indicated that while EMR children in the unwalled school were known more often by their nonEMR peers, they were not chosen as friends more often. Retarded children in the unwalled school were rejected more often than retarded children in the walled school. Also, integrated EMR children were rejected more than segregated EMR children. (For related studies, see also EC 042 062 and 042 066.)

14. Hamblin, Robert L.; And Others. The Humanization Processes: A Social, Behavioral Analysis of Children's Problems. 1971, 305p. ED 062 584

Academic Achievement; Aggression; Anti Social Behavior; *Autism; *Behavioral Science Research; Behavior Change; *Behavior Problems; Case Studies; Child Development; *Child Psychology; Disadvantaged Youth; Human Engineering; Language Development; Learning Theories; Reading Instruction; Reinforcement; Remedial Programs; *Social Development

Research and development work performed by the authors as employees of the Central Midwestern Regional Educational Laboratory is treated in this book concerning the acculturation processes through which children develop the essential human characteristics, in particular, the humane processes of humanization. The 10 chapters of the book are: 1. Introduction; 2. The Young Child; 3. Inner-City Children; 4. Inner City Classes; Problems and Procedures; 5. The Hyperagressive Child; 6. Two Aggressive Lives; 7. The Autistic Child: An Introduction; 8. Autism: Its Remediation; 9. Infantile Autism: A Case Study in Remediation; and 10. Theoretical Conclusions. The two appendixes to the book present The Mathematical Properties of Learning Curves and References. An author and a subject index is provided.

Availability: Wiley-Interscience, A Division of John Wiley & Sons, Inc. 605 Third Avenue, New York, New York 10016 (no price given)

15. Johnson, Stephen M. Self-Reinforcement vs. External Reinforcement in Behavior Modification With Children. 1970, 13p. ED 065 196

*Attention Span; *Behavioral Science Research; *Behavior Change; Behavior Standards; Classroom Observation Techniques; Comparative Analysis; Discipline Problems; *Early Childhood; Experimental Groups; Individual Development; Personality Development; Primary Grades; *Self Control

The purpose of this study was to examine self-reinforcement as an agent of behavior change with children who were deficient in desired attention behaviors. Twenty three first and second grade school children were taught through external reinforcement procedures to raise their level of attention on a simple discrimination task. Subjects in one group were then taught to manage their own reinforcement contingencies and their performance was compared with that of a group continued on external reinforcement and a group for which reinforcement was discontinued. Results showed that groups receiving reinforcement performed at higher levels than the no reinforcement group. Self-reinforcement maintained discrimination behavior at as high a level as external reinforcement with no decrement in discrimination accuracy. Some greater initial resistance to extinction was evidenced in the self-reinforcement group as compared to the other groups. No differences in generalization of attentive behavior were found.

16. Kratochvil, Daniel W. Sesame Street: Developed by Children's Workshop. December 1971, 51p. ED 062 026

Age; Behavior Patterns; Cognitive Development; Concept Teaching; Cultural Education; *Economically Disadvantaged; *Educational Television; Environmental Influences; Instructional Materials; *Intellectual Development; Kindergarten Children; Objectives; *Preschool Children; Problem Solving; Program Evaluation; Social Development; Spanish Speaking; Test Results; Visual Discrimination; *Workshops

A children's television program "Sesame Street," is discussed. The objectives of this program is to promote the intellectual and social and cultural growth of preschool and kindergarten children. Specific goals include: symbolic representation, problem solving and reasoning, and familiarity with the physical and social environment. The target population consists of all children, three to five years old, with the disadvantaged child given primary concern. Materials used in the program included: (1) letters, numbers, and geometric forms, (2) problem solving and reasoning, including recognition of parts of the body, visual discrimination among objects or pictures, and understanding of relational concepts such as size, shape, position and distance; and people, family and home, rules of behavior and fair play. The program was evaluated and the results include the following: (1) The impact in most goal areas was both educationally and statistically significant; (2) Generally, younger children gained more than older children; (3) High viewers benefitted more than low viewers; and (4) High-viewing Spanish-speaking children from a disadvantaged community and with low pretest scores gained more than any other group.

17. Madsen, Millard C. Developmental and Cross-Cultural Differences in the Cooperative and Competitive Behavior of Young Children. August 1970, 13p. ED 062 040

Affective Behavior; Age Differences; *Anglo Americans; *Behavior Development; *Children; *Cross Cultural Studies; Developmental Tasks; Interaction; *Mexicans; Rural Areas

An experimental task with accompanying apparatus was developed for use in the study of developmental and cultural differences in the cooperative-competitive behavior of children in a small Mexican town and in California. Two groups of 20 Mexican children (aged 7-8 and 10-11), from day-care centers in Los Angeles. The children were tested using a 2-person cooperation-competition marble-pull game designed for the study. A pair of children of the same sex and culture was seated, 1 child at each end of the game table; the children then played for a marble placed in a holder. In the "tug-of-war situation," cooperative behavior resulted in 1 child getting a marble while competitive behavior resulted in neither child getting a marble. At the conclusion of 10 trials for each pair of children, informal interviews were held to determine, for children who competed maladaptively (competitively), the extent to which they were aware of possible interacting methods. Two instructional trials followed the interview, and subjects completed a second series of 10 trials. Results indicated a higher level of cooperation among Mexican than among Anglo American children and an increase in nonadaptive competition with age among the Anglo American children.

18. May, Jack G., Jr.; Breyer, Norman L. The Effects of Selected Teacher and Pupil Characteristics on Social Learning. Final Report. October 1970, 124p. ED 050 383

Behavioral Science Research; *Imitation; *Patterned Responses; *Preschool Children; Sex Differences; Social Influences; Socialization; *Social Reinforcement; Socioeconomic Status; *Stimulus Behavior; Verbal Learning

One of the focal points of this study is the investigation of the relationship between rates and types of imitative responding and responsiveness to social reinforcement (approval). Subjects were 96 children (5 to 6 years old) equally divided according to sex and race (Negro and white). Findings indicate that: (1) it seems tenable to assume that a relationship between verbal imitation and socioeconomic level does exist, although the nature of the relationship and the relevance of other factors is still unclear; (2) it might be fruitful to maintain the distinction of verbal and motor imitation as separate classes of imitative responses; (3) it appears that there is a greater difference in the rates of responsiveness between white males and

white females than between Negro males and Negro females; and (4) patterns of responsiveness are related to whether the social influencing agent is physically or symbolically presented to the subject. The results were interpreted as indicating the complexity of the multi-dimensional phenomena called responsiveness to social stimuli.

19. McAdoo, John Lewis. An Experimental Study of Racial Attitude Change in Black Preschool Children. 1970, 27p. ED 062 497

African American Studies; *Changing Attitudes; Curriculum Evaluation; Economically Disadvantaged; *Experimental Curriculum; Negro Attitudes; *Negro Youth; *Preschool Children; Preschool Curriculum; *Racial Attitudes; Racial Recognition; Self Concept; Socioeconomic Status; Verbal Operant Conditioning

The purpose of this study is to determine whether the racial attitudes of black preschool children can be modified using different treatment methods. The hypotheses were as follows: (1) Racial attitudes will be modified, using operant learning procedures and a black consciousness curriculum; (2) A black consciousness curriculum will result in greater positive change in racial attitudes than operant learning procedures; (3) There will be no significant difference in racial attitude change; (a) between boys and girls and (b) between black preschool children from intact and non-intact--e.g., father present and father absent--homes; and, (4) There will be a positive relationship between a preschool child's racial attitude and his racial preference. Sixty-five lower socio-economic black preschool children were randomly selected from three integrated day care centers located in three suburban communities within the Detroit metropolitan area. Four sets of materials were used: (1) a revised picture-story procedure; (2) the picture-story technique; (3) a modification of the Clark dolls test; and (4) materials developed by the author to provide a preschool curriculum, from which the children could learn black culture and history.

20. McAdoo, Harriette Pipes. Self Concepts and Racial Attitudes of Northern and Southern Black Preschool Children. 1970, 25p. ED 062 496

Economically Disadvantaged; *Family Background; Fatherless Family; Negro Attitudes; *Negro Youth; Northern Attitudes; *Preschool Children; *Racial Attitudes; Racial Recognition; Rural Urban Differences; *Self Concept; Socioeconomic Status; Southern Attitudes

This study attempts to view some of the historical and social factors that may affect the development of self concepts and racial attitudes of black children in a Northern and Southern environment, and to examine

the differential effect of growing up in a female-headed household on the relationship between the self concept and racial attitudes of black preschool children. Comparisons were made between the demographic groups and between children who have grown up in a nuclear or mother-headed household. The Northern sample was located in a working class, urban center outside the Detroit area. All were attending a year long child development project under Head Start. The staff and children were about evenly mixed black and white. The Southern sample was located in a working class rural area in Bolivar County in the Mississippi Delta area, where there is little contact with whites. The children were enrolled in two Head Start Centers in Mound Bayou, Mississippi. The subjects were 63 black children in Michigan and 58 in Mississippi. Four sets of materials were used: Peabody Pictures Vocabulary Test, Williams and Roberson Pre-school Racial Attitude Sex-Role Attitude Picture Series, Thomas Self Concept Values Test, and Racial Identification procedures.

21. Moody, Janet L. An Evaluation of the Khalsa-Diwan Moberly Educational Program (Under the Mango Tree) Vancouver Summer 1971. 1971, 27p. ED 059 253

Art Activities; Case Studies(Education); *Culturally Disadvantaged; Educational Programs; *Elementary School Students; English (Second Language); Field Trips; *Kindergarten Children; Language Ability; Language Programs; Learning Difficulties; *Learning Experience; Music Activities; Panjabi; Perceptual Motor Learning; Play; Post Testing; Pretesting; *Program Evaluation; Rating Scales; Self Concept; Socialization

The program provided learning experiences for 112 children aged 3 to 10 (approximately 62 percent of whom were East Indian), some of whom had specific learning difficulties. The experiences were intended to improve language abilities, motor-perceptual skills, socialization, enhance self-concepts, and evoke more positive feelings toward school. Differences in pretest-posttest results for 6 instruments were not significant for the kindergarten group, although many children did show improvement. However, significant differences were found on two tests for the older children. Statistically significant increases in listening comprehension and verbal expression were made. A case study of one East Indian child was also made.

22. Moyer, Joan E. Bases for World Understanding and Cooperation. Suggestions for Teaching the Young Child. 1970, 33p. ED 048 030

*Affective Objectives; *Cognitive Objectives; Concept Teaching; *Human Relations Programs; Interdisciplinary Approach; International Education; Kindergarten; *Learning Activities; Literature Reviews; Preschool Education; Socialization; Social Studies Units; *Teaching Guides; World Affairs

The purpose of this paper is to explore a possible program for the development of world understanding and cooperation in a school setting for children under six years of age. The framework for this interdisciplinary human relations education program includes interrelated process skills, with generalizations, and action proposals. Process skills involve synthesis of the child's feelings and emotions with his ability to process and utilize information. To achieve these goals importance is placed on the methods used to foster the process skills of perceiving, communicating, loving decision-making, knowing, patterning, creating, and valuing. Direct acquaintance with people of varying racial and ethnic backgrounds is the most effective method to develop empathy or understanding of individual, physical, cultural, and racial differences. The concepts or generalizations presented are suggestions which need not be considered sequentially. These are followed by action proposals or suggestions for various learning activities which contribute to the child's understandings of the concepts. It is suggested that attitude development begun in the home can be clarified and extended as teachers and parents plan and work together. In addition, human relations education must be an integral part of preservice and inservice teacher education programs.

Availability: Association for Supervision and Curriculum Development (ASCD), 1201 Sixteenth Street, N.W., Washington, D.C. 20036 ($1.00)

23. Murray, John P., Ed.; And Others. Television and Social Behavior; Reports and Papers, Volume II: Television and Social Learning. April 1972, 378p. ED 059 624

*Aggression; Children; Commercial Television; Identification (Psychological); Imitation; Learning; *Learning Theories; *Social Behavior; Socialization; Television Research; *Television Viewing; *Violence

Concentrating on television and social learning, this second volume in the series of technical reports to the Surgeon General's Scientific Advisory Committee on Television and Social Behavior consists of an overview and the reports of five investigations. The studies included are: Leifer and Roberts, "Children's Responses to Television Violence"; Liebert and Roberts, "Short-term Effects of Televised Aggression on Children's Aggressive Behavior"; Stein and Friedrich, "Television and content and Young Children's Behavior"; Feshbach, "Reality and Fantasy in Filmed Violence"' and Stevenson, "Television and the Behavior of Preschool Children." The overview reviews the field, points out agreements and some circumstances, exposure to televised aggression can lead children to accept what they have seen as a partial guide for their own actions. As a result, the present entertainment offerings of the television medium may be contributing, in some measure, to the aggressive behavior of many normal children. Such an effect has now been shown in a wide variety of situations."

Availability: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 1724-0195, $1.50)

24. Nelson, Linden. The Development of Cooperation and Competition in Children from Ages Five to Ten Years Old: Effects of Sex, Situational Determinants, and Prior Experiences. June 1970, 107p. ED 063 039

*Age Differences; *Behavioral Objectives; Behavioral Science Research; *Child Development; Conflict Resolution; Experimental Psychology; Games; *Group Experience; *Interaction Process Analysis; Interpersonal Competence; Kindergarten Children; Maladjustment; Sex Differences; Social Maturity; Social Reinforcement

Six experiments were designed in order to compare the cooperative and competitive interaction of five-year-olds with that of older children up to age 10. For all experiments, children of the same age and same sex were matched in dyads. The children played various two-person games where they could obtain prizes in a variety of reward contingency conditions. The responsiveness of children to certain situational characteristics was investigated. The need for mutual assistance and the possibility for an equitable outcome were considered as, and were expected to be cues for competitive behavior. The results supported a general hypothesis that the potential responsiveness of children to both cues for cooperation and cues for competition increases with age. For older children, conflict of interest was a particular important determinant relative to other determinants of cooperation and competition. For older children, but not for five-year-olds, prior game experiences led to greater cooperation. Sex differences did not generally approach significance. The results suggested that the predisposition of older children to be competitive in conflict of interest situations caused them to interact in maladaptive ways.

25. Paulson, F. Leon; And Others. "Sesame Street" Social Goals Project. A Handbook on the Interpersonal Strategies of Cooperation, Conflict Resolution, and Differing Perspectives. December 1970, 45p. ED 057 895

Behavioral Science Research; Classroom Observation Techniques; Conflict Resolution; *Curriculum Development; *Educational Television; Empathy; Evaluation; Guides; Helping Relationship; *Interpersonal Relationship; *Preschool Children; *Social Behavior

The information contained in this report is intended for the "Sesame Street" writers who are assigned the task of creating program material in the interpersonal area. This information will also be useful for evaluation of program materials aimed at interpersonal goals. First, a list of interpersonal strategies is presented; these are: cooperation, conflict resolution; and differing perspectives. Each strategy describes a class of activity that is common to the interpersonal function. In Part III, detailed information on each strategy is given. In addition, some details about the circumstances in which each strategy is likely to occur and the frequency with which the strategies were observed in the behavior of young children are indicated. The strategies, their descriptive definition, and the examples given are based on actual classroom observation. An appendix provides descriptions of classrooms visited during the study.

26. Pena, Deagelia. Analysis of Social Skills Development in the Appalachia Preschool Education Program. December 1971, 49p. ED 062 021

Child Development; Classification; Comparative Analysis; *Educational Programs; Factor Analysis; *Interpersonal Competence; Objectives; *Observation; Oral Communication; Peer Relationship; Preschool Children; *Preschool Education; Response Mode; Sex Differences; *Statistical Analysis; Stimuli; Task Performance

The second phase of the study of social skills development in the Appalachia Preschool Education Program is presented. A standardized situation in which children would have an opportunity to demonstrate those skills was devised. Three treatment groups were included in the program. Sex of the child was used as a factor. One purpose of this study was to determine whether differences in social skills development existed among three groups of children ages 3 to 5 who were in the program. The observational system consisted of 27 categories of social skills. These fall under six major classification--initiation, question or request for help, giving help, refusing help, group consciousness, and response to peer. It was found that the groups receiving two and three components of the program had more positive verbal responses than the group receiving only one and that the 3- and 4-year-olds explored the situation around them significantly more than the 5-year-olds. Responding constructively was significantly more characteristic of the 4-year-olds. There were three important outcomes of this study: (1) It was shown that a task can be created for preschool children which will elicit from the, in a natural and spontaneous manner, important social skills behaviors; (2) In order to develop social skills in preschool children, it is necessary to provide socialization opportunities through contacts with others outside the home; and (3) Social skills in preschool children can be recorded under a systematic observation plan, are measurable, and be analyzed statistically.

27. Pena, Deagelia; Miller, George. Analysis of Children's Social Skills Development and their Reactions to a Preschool Television Program. September 1971, 29p. ED 057 884

Age Differences; *Educational Television; *Interpersonal Competence; Observation; Peer Relationship; *Preschool Children; Sex Differences; *Social Behavior; *Social Development; Tables (Data); Verbal Communication

Systematic observation techniques were used for analyzing both the social skills development and program reactions of 3- to 5-year-old children to the Appalachia Educational Laboratory television program "Around the Bend". One specially designed observational system consisted of 28 categories of social skills under six headings and permitted viewer behavior to be recorded on a reasonably low level of abstraction. However, the observational system lends itself to a variety of alternative forms of classification and data analysis. Results from first use of this observational scheme indicate that televiewing in the mobile classroom contributed to the development of social skills assumed important in the learning process within a socially structured environment. Another specially designed observational technique evaluated the effect of individual programs in encouraging a viewer's overt reactions during a telecast. Eight paraprofessionals observed and coded the responses of 270 children to suggestions made by the television "teacher." Coding was done at 5-minute intervals on a rotated, random schedule over 133 programs. Data indicated age and sex differences in the children's reactions to a program. The television programs were most stimulating to 4-year-old subjects and were of more interest to girls than to boys.

28. Reeves, John M.; Michael, William B. The Modification of Age-Specific Expectations of Piaget's Theory of Development of Intentionality in Moral Judgments of Four- to Seven-Year-Old Children in Relation to Use of Puppets in a Social (Imitative) Learning Paradigm. April 1972, 9p. ED 063 977

Analysis of Covariance; Behavioral Science Research; *Behavior Development; Child Psychology; *Discrimination Learning; Experimental Programs; Film Study; Kindergarten Children; Middle Class; Preschool Children; Puppetry; *Social Development; *Social Discrimination; Visual Perception

The purpose of this investigation was to ascertain whether the age specific expectations of Piaget's theory (1965) regarding the development of moral judgment in children from four to seven years of age were modifiable through use of a certain adaptation of Bandura and McDonald's imitative learning paradigm which had utilized adult models. In this study of pro-social learning of pre-school and first grade children,

an adaptation of the social learning paradigm involved the introduction of a 20 minute film (1) using glove-type, hand manipulated puppets as models to act out Piaget-type stories, and (2)affording vicarious reinforcement from a six-year-old peer throughout the treatment in an effort to maximize the resultant acquisition of those moral judgments that involve the distinction between social acts of intentionality or accident. Studied were 80 children enrolled in six public and private schools from middle class socioeconomic backgrounds, in the area of Redlands-San Bernardino, California. Pretest results showed that there were no significant differences between the subjects across all age categories from four- to seven-years. The variable of age, for both the two-week delayed posttest, yielded no significant differences in average performance. It is concluded that the use of the film was a vehicle for promoting moral development and that the posttest results afforded a basis for questioning the age-specific expectations of Piaget's theory. [Not available in hard copy due to marginal legibility of original document.]

29. Rothenberg, Barbara B. A Pilot Study of Young Children's Coping Strategies. Final Report. November 1971, 130p. ED 059 515

*Adjustment (to Environment); *Child Development; Children; *Parent Child Relationship; *Peer Relationship; Personal Adjustment; *Personality Development; Social Adjustment

This study deals with the development of techniques to measure the area of childhood personality development known as coping ability. Coping ability can be seen in children's ways of handling unfamiliar and stressful situations and is a skill that is seen as likely very influential in an individual's total development, both social-emotional and cognitive development. The report describes the situations and procedures that were developed to elicit coping behaviors. Further, methods of observing, recording, and categorizing coping were also presented. The objectives of this pilots study were to determine whether a useful set of contrived or staged techniques could be developed that would elicit many of the coping behaviors a child might reveal in his natural environment. The preliminary results showed that the younger children aged 3 and 4 years showed different coping styles than the 5, 6, and 7 year olds and that a hierarchy of more to less mature forms of coping could possibly be developed in future studies. Some recommendations for further work in this area were suggested.

30. Ruble, Diane N.; Nakamura, Charles Y. Task vs. Social Orientation in Young Children and Their Attention to Relevant Social Cues. 1971, 18p. ED 063 036

Analysis of Variance; Cues; *Early Childhood Education; Experimental Programs; Games; *Measurement Instruments; Primary Grades; Problem Solving; Relevance (Education); *Response Mode; *Sex Differences; Social Development

This study examined how relevant cues given by an experimenter might differentially affect the performance of task versus socially oriented children on two games. On the basis of past research, two independent variables were chosen: field dependence-independence and sex. It was expected that field-dependent children and girls would tend to be more socially oriented and therefore more responsive to social cues, while field-independent children and boys would tend to be more task oriented and less responsive to social cues. The results supported the expectations regarding field-dependence-independence but failed to support those regarding sex differences.

31. Ruble, Diane N.; Nakamura, Charles Y. Young Children's Task vs. Social Orientations. May 1971, 23p. ED 063 037

Analysis of Variance; Behavior Problems; *Cognitive Development; Cues; *Early Childhood Education; Educational Theories; Experimental Programs; *Measurement Instruments; Primary Grades; Problem Solving; *Sex Differences; Social Development; Social Orientation; Task Orientation

The purpose of this study was to examine young children's tendencies to be task or socially oriented in an experimental situation. On the basis of past research, two independent variables were chosen: field dependence-independence and sex. It was expected that field-dependent subjects and girls would tend to be more socially oriented, while field-independent subjects and boys would tend to be more task oriented. The results from the two experimental tasks used generally failed to confirm this hypothesis. There were no significant differences in amount of imitation on the first task; and, on the second task, only the boys tended to utilize the social cue that could facilitate their performance on the second part of the task. However, field-dependent subjects did glance more at the experimenter and were more verbally dependent, in accord with the general prediction. With regard to these last results, the possibility that social orientation may sometimes serve as a task-avoidant strategy is discussed.

32. Schachter, Frances; And Others. Differences in the Spontaneous Classroom Interpersonal Language of Preschoolers Differing in Intrapersonal Linguistic Effectiveness. Progress Report of Research Studies, September 1, 1969 - April 30, 1970. April 1970, 63p. ED 056 768

Caucasians; *Classroom Observation Techniques; Expressive Language; Factor Analysis; *Language Development; Lower Class; Middle Class; Negroes; Peer Relationship; *Preschool Children; Sex Differences; Social Relations; *Socioeconomic Influences; *Verbal Communication

This paper reports findings of a main study and a corollary study designed to clarify the relationship between interpersonal and intrapersonal language by examining the spontaneous classroom interpersonal verbal output of children 4-5 years old in relation to social class and intelligence. The report presents (1) preparation of the data of the main and corollary studies for computer analysis, (2) extensive revision and refinement of the specially designed Functional Category System (a comprehensive instrument covering all verbal statements of the preschooler), and (3) analysis of the results. Findings from the main study support significant relationships between some IQ effects and some social class effects as indicators of linguistic effectiveness (performance). Ethnicity (black, white) was significant only in interaction with some social class effects. Significant sex effects were noted. The corollary study assessed effects of a school readiness program or a child development program and indicated that, in general, no subjects showed significant pre-post changes in IQ. IQ scores of advantaged children (in accord with their initial selection) remained significantly higher than those of children selected from the two Head Start programs.

33. Schwarz, J. Conrad. The Effects of Novel Stimulation on Arousal Level in Young Children Alone and with a Friend. 1969, 16p. ED 057 894

*Anxiety; *Arousal Patterns; Aural Stimuli; Childhood; Friendship; Peer Relationship; *Preschool Children; *Social Behavior; Social Relations; *Stimulus Behavior

To assess the effects of familiar social stimuli on arousal in a novel and mildly stressful environment, skin conductance was measured in 4-year-old nursery school children who experienced this environment under two conditions: (a) alone, and (b) in the presence of a close friend. The study was intended to test Zajonc's (1965) social facilitation hypothesis that the presence of others as spectators or as coactors enhances the emission of dominant responses, and Berlyne's arousal-reinforcement theory (1967), which implies that the affective consequences of a stimulus will be dependent upon prior level of arousal. Teacher ratings identitied mutual friendships between like-sex children, and these children were paired in the experimental room. Electrodes attached to the fingers continuously measured skin conductance while the children listened to tape recorded sound effects (gong, crashing dishes, barking dogs, etc.) spaced at

unpredictable intervals against a background of white noise. Results provided support for the present application of neither Berlyne's nor Zajonc's hypothesis, since significant main effects of the Alone vs. Friend conditions were not found.

34. Schwarz, J. Conrad. Effects of Teacher Behavior Modification on Unresponsive Students. Final Report. November 1971. 61p. ED 063 051

Behavior Change; Interaction Process Analysis; *Interpersonal Competence; *Nursery Schools; *Preschool Children; Rating Scales; Reinforcement; Research Projects; Social Immaturity; *Student Teacher Relationship; *Teacher Behavior

This study was concerned with the classroom adjustment of the nursery school child and the role of the teacher as a facilitator of change in adjustment. The first objective was to increase the value of the teacher's social responses would produce increases in classroom adjustment. One member of each of 12 pairs of low attraction children was randomly assigned to the experimental condition, and the other was assigned to the control condition. The assistant teacher in each class served as the treatment agent who implemented a 19-session program of interaction with the child. The treatment program, derived from principles of desensitization and positive attitude conditioning, was designed to reduce aversion or dislike and increase attraction to or liking of the teacher. All nursery school children were pre- and post-tested on a 26-item rating scale of classroom adjustment. Significant increases were shown in social interaction and compatibility by the children nominated as shy/avoidant or unresponsive.

35. Stearns, Marian S. Report on Preschool Programs: The Effects of Preschool Programs on Disadvantaged Children and Their Families. Final Report. 1971, 195p. ED 062 025

Behavior Change; Comparative Analysis; *Disadvantaged Youth; *Early Childhood; Early Childhood Education; Educational Finance; *Educational Programs; *Family Life; Federal Programs; Intellectual Development; Low Income Groups; *Preschool Education; Public Support; Reports; Research; Social Influences; State Programs

An examination of the written evidence of the effects of preschool programs on disadvantaged children and their families is presented. Hundreds of studies were reviewed to determine what kind of justification they provide for continued support of federal, state, and other publicly financed preschool programs. The Head Start and ESEA programs have been reaching about 530,000 children of low-income families or neighborhoods yearly. Two major state-supported programs in California and New York together involve about 30,000 children beyond those in Head Start and ESEA Programs. Findings include: (1) Public preschool

programs have been successful in changing intellectual and social behavior of disadvantaged children in positive directions over the short run; (2) Uncertainty about effects on children's social and emotional development stems not only from the paucity of reliable measurement but also from lack of concensus about what constitutes positive change; and (3) Participation of the parents in workshops and meetings at preschool centers has not been shown to make reliable changes in parents' attitudes about themselves and their own situations, but measures almost always indicate positive feelings toward the preschool program and positive changes in attitude toward school. It has been concluded that these preschool programs promote growth and development in disadvantaged children and that such programs might be justified as models for research and reform.

36. Stephens, Mark; Delys, Pamela. Subcultural Determinants of Locus of Control (IE) Development. A Locus of Control (IE) Measure for Preschool-Age Children: Model, Method, and Validity. May 1971, 21p. ED 055 288

Anglo Americans; *Behavior; *Cultural Factors; Ethnic Groups; Indians; *Measurement Instruments; Negroes; *Preschool Children; Preschool Tests; Reinforcement; Social Reinforcement; Socioeconomic Background; *Socioeconomic Influences; Socioeconomic Status; Spanish Americans; Teaching Techniques

Both papers are concerned with locus of control (of reinforcement) expectancies among young children, especially preschoolers. The first reviews a number of studies which examine the relationship between locus of control, socioeconomic status, and ethnicity. The results indicate that (1) economic status is consistently related to locus of control, at least within ethnic groups; (2) lower class black and Appalachian white children show the most extreme External Control expectancies--notably moreso than Indian children; and (3) girls have higher Internal Control expectancies than boys in the Anglo- and Afro-American cultures, but this reverses in the Indian and Chicano populations studied. The second paper discusses the theory underlying, and the development of, a measurement instrument for assessing whether young children expect that reinforcement is contingent on their behavior or not. Both papers emphasize as crucial the development of school programs, parent education programs, and clinical procedures for the optimal development of internal control expectancies among young children.

37. Stone, Robert D.; Hapkiewicz, Walter G. The Effect of Realistic Versus Imaginary Aggressive Models on Children's Interpersonal Play. 1971, 16p. ED 063 540

*Aggression; Audiovisual Aids; *Behavioral Science Research; Educational Research; Elementary Education; Elementary School Students; Film Study; *Hostility; Media Research; *Models *Violence

It was the purpose of this study to assess the effects of films on children, using a measure of interpersonal aggression. It was anticipated that modeling effects would depend simultaneously upon the degree of realism of the model's performance (on a reality-fantasy dimension) and the similarity between the observer's task and the model's behavior. Therefore, aggressive behavior depicted by a human model in a real-life setting might be predicted to have greater effects than cartoon sequences in which both the models and stimulus conditions are imaginary. The subjects were 180 lower elementary school children enrolled in two suburban middle-class schools. Since previous research had indicated that children were somewhat inhibited when they did not know each other, they were generally assigned to pairs within classrooms. The results of this investigation support the prediction that modeling effects depend upon both the degree of realism of the model's performance and the similarity between the observer's task and the model's behavior.

38. Weiner, Lawrence H. Special Education for Normal Kindergarten Children with Subtle Developmental Learning Delays. 14p. ED 062 003

Child Development; *Developmental Guidance; *Diagnostic Teaching; Emotional Development; Individualized Instruction; Intelligence Level; Interdisciplinary Approach; *Kindergarten Children; Language Development; Learning Difficulties; Low Achievers; Perceptual Development; Preschool Children; *Readiness; Remedial Programs; Screening Tests; Social Development; *Special Education

Kindergarten age children were screened at pre-registration through extensive diagnostic procedures for placement in a class designed for normal children with developmental delays staffed by a Special Education teacher and language therapist. Instruction was prescriptive and individualized. Of the twelve children who were high risk failures at the onset, eight improved to low risk failures at the conclusion with statistical significance. It was concluded that Special Education is valuable for non-handicapped children with developmental learning problems.

SUPPLEMENT

1. Baker, Jean M. Bicultural Socialization Project: A Group Process Approach to Bilingual Instruction - Title VII. Final Report, 1970-71. August 1971, 107p. ED 047 973

Activities; ›iculturalism; *Bilingual Education; Classroom Environment; Formative Evaluation; Grade 2; *Group Instruction; Inservice Teacher Education; *Mexican Americans, Program Development; *Program Evaluation; Social Integration; *Socialization

This final report relates to student socialization through a bilingual (Spanish-English), bicultural program involving 6 second grades in 3 schools of Phoenix, Arizona, for the 1970-71 school year. As reported, the major objective of the program was to develop and implement a group process approach to bilingual education; in addition, classroom instructional personnel were trained by site coordinators. Program success was regarded as outstanding in classrooms having strong administrative support for the program; partial success was achieved in overall efforts to create classroom environments and appropriate activities to facilitate small group interaction. The relatively unsuccessful aspects of the program were attributed to lack of (1) bilingual teachers, (2) a true heterogeneous student population, and (3) supporting administration. The document contains discussions of program rationale, the group process approach and procedures for implementing it, training and research procedures, and bilingual and bicultural activities; results, evaluation, a summary, and recommendations are also provided; and appendices include tabular summaries of the training evaluations, a checklist for program classrooms, noted reactions to various program components, results of analysis of variance for the Peabody Vocabulary Test and the Artola-Stewart Spanish-English Vocabulary Test, selected language samples, a composite of the parent questionnaire; a description of the teacher's manual, and the Natural Methods of Language Acquisition Checklist.

2. Emmerick, Walter. Structure and Development of Personal-Social Behaviors in Preschool Settings, ETS Head Start Longitudinal Study. November 1971, 223p. ED 063 971

Black Community; *Classroom Observation Techniques; *Cognitive Development; Cognitive Measurement; Correlation; Economically Disadvantaged; *Measurement Techniques; Personal Growth; Sex Differences; *Social Development; *Socioeconomic Influences

As part of an ongoing longitudinal study of early cognitive, affective, and social development in economically disadvantaged children, this investigation assessed the classroom behavior of 500 urban preschool children from Portland, Oregon, St. Louis, Missouri, and Trenton, New Jersey. The majority were black and enrolled in Head Start. Primary aims were to find the structure of classroom behavior, examine similarities and differences in structure among subgroups and test (mean) differences among subgroups on measures of personal-social constructs. The instruments used in the system of measurement were the Bipolar and Unipolar Scales and the Manual of Scale Definition. Major topics reviewed in detail are: Method; Structural Analysis; Procedure; Structural Findings; Further Results of Fall (1) X Spring Samples; Results of the Fall (1) X Fall (2) Sample; Construct Correlates of Masculine-Feminine and Dependent-Independent; Components of Adult and Child Orientation; and Conclusions. Fifty-three references are cited. Summarized in 29 tables is a breakdown of samples of construct- and component measures according to age, sex, and period of observation (Spring or fall). Appendixes A through H include the rating forms used in the analysis and data gathered using the Bipolar and Unipolar Scales.

3. Follow Through: Promising Approaches to Early Childhood Education, School Year 1970-71. 1971, 30p. ED 055 658

*Cognitive Development; *Compensatory Education Programs; *Educational Innovation; *Elementary Grades; Home Visits; Individualized Programs; Language Programs; Nongraded System; Parent Education; Positive Reinforcement; Self Directed Classrooms; *Social Development

This document provides brief descriptions of the 20 individual programs now in effect for Follow Through research and development. Follow Through is attempting to assess the effectiveness of a variety of innovative approaches to working with young children and their families in a number of cultural and environmental settings. These approaches represent the thinking of many of the country's most knowledgeable and creative innovators in the field of primary education and social practice. They reflect a broad spectrum of theoretical positions, from a highly structured instructional approach that stresses cognitive skills to a far less structured child-centered approach which emphasizes the development of the child's confidence and other behavioral characteristics. Two approaches are not directly concerned with classroom instruction: one trains parents to supplement their children's education at home; another emphasizes a more active role for parents in school decisionmaking.

4. Gottfried, Nathan W.; Seay, Bill. An Observational Technique for Pre-School Children. April 1970, 13p. ED 058 293

Behavior; *Behavior Development; Behavior Patterns; Caucasians; Negro Youth; *Observation; *Peer Relationship; *Preschool Children; Reliability; *Social Behavior; Social Development; Socialization

A method for direct observation study of early peer-social and object directed behavior in humans was designed to articulate with techniques widely used in studies of social behavior of infra-human primates. Occurrence of behavior fitting the definitions of each of six categories of object behavior and nine categories of social behavior is noted once during each 15-second interval. The number of recorded intervals in a 15-minute session provides the basic scoring unit. Observer reliabilities were estimated from paired data for four observers. Thirty-eight Negro and Caucasian children, ages three through five years, were observed in 3-child play groups. Median reliabilities of .95 and .81 were obtained for object and social behavior categories respectively.

5. Guilford, Joan; Gupta, Willa. Relation of Teacher-Child Congruities to Achievement. April 1972, 17p. ED 063 539

Academic Achievement; *Achievement; *Adjustment (to Environment); *Elementary Education; Elementary Grades; Group Norms; Primary Education; *Social Values; Student Adjustment; *Values

This study used the Value Inventory for Children (VIC), a 60-item pictorial instrument designed to measure seven hypothesized dimensions of value. These seven orthogonal factors are (1) me first, (2) masculinity, (3) asocial, (4) academic, (5) adult closeness, (6) sociability, and (7) social conformity. The primary question to which the symposium addressed itself was: "What is a value?" Subjects of the study were 611 children from grades one through three. They were tested in the fall of 1970 and retested in the spring of 1971. Two categories of criteria were employed in an attempt to validate factor scores derived from the VIC. Results were reported in terms of (1) sex comparisons, (2) grade comparisons, (3) ethnic comparisons, (4) predictor criterion relationships and, (5) interclass comparisons with respect to teacher-class congruities. The overall conclusion was that values do play a part in the adjustment of the child to school and in his achievement, although it is impossible to determine exactly to what extent they contribute over and above the child's ability since no precise measure of ability is available.

6. Guthrie, P. D.; And Others. Measures of Social Skills: An Annotated Bibliography. August 1971, 28p. ED 056 085

*Annotated Bibliographies; Attitude Tests; Behavior Development; Behavior Rating Scales; Diagnostic Development; Behavior Rating Scales; Diagnostic Tests; Grade 1; Grade 2; Grade 3; *Interpersonal

Competence; Library Collections; Personality Assessment; Personality Tests; *Preschool Children; Preschool Tests; *Primary Grades; Racial Attitudes; Rating Scales; Social Attitudes; Socialization; Social Maturity; Test Reviews; *Tests

Brief annotations of instruments concerned with a variety of social skills measures appropriate for use with children from the preschool level through the third grade are provided. Included are tests designed to measure social competency, interpersonal competency, social maturity, social sensitivity, and attitudes toward others. The annotation provides information concerning the purpose of the test; the groups for which it is intended; test subdivisions or tested skills; behaviors or competencies; administration; scoring; interpretation; and standardization. An age table is also provided which lists the tests alphabetically, indicates the ages for which each instrument is considered suitable, and gives the page on which each annotation appears.

7. Hamblin, Robert L.; And Others. The Humanization Processes: A Social, Behavioral Analysis of Children's Problems. 1971, 305p. ED 062 584

Academic Achievement; Aggression; Anti Social Behavior; *Autism; *Behavioral Science Research; Behavior Change; *Behavior Problems; Case Studies; Child Development; *Child Psychology; Disadvantaged Youth; Human Engineering; Language Development; Learning Theories; Reading Instruction; Reinforcement; Remedial Programs; *Social Development

Research and development work performed by the authors as employees of the Central Midwestern Regional Educational Laboratory is treated in this book concerning the acculturation processes through which children develop the essential human characteristics, in particular, the humane processes of humanization. The 10 chapters of the book are: 1. Introduction; 2. The Young Child; 3. Inner-City Children; 4. Inner-City Classes: Problems and Procedures; 5. The Hyperaggressive Child; 6. Two Aggressive Lives; 7. The Autistic Child: An Introduction; 8. Autism: Its Remediation; 9. Infantile Autism: A Case Study in Remediation; and 10. Theoretical Conclusions. The two appendixes to the book present The Mathematical Properties of Learning Curves and References. An author and a subject index is provided.

8. Karnes, Merle B.; And Others. A Five-Year Longitudinal Comparison of a Traditional versus Structured Preschool Program on Cognitive, Social, and Affective Variables. April 1972, 12p. ED 062 007

Affective Behavior; Age; *Cognitive Development; *Comparative Analysis; Curriculum Design; Data Collection; *Educational Programs; Intelligence Quotient; Language Arts; Low Income Groups; Mathematics; Objectives; Organization; *Preschool Education; Psychological Studies; Race; Sciences; Sex Differences; *Social Development; Social Studies; Statistical Analysis; Theories; Time Factors (Learning)

Data on two preschool intervention programs for children from low-income families are discussed. The first program, the Karnes Preschool Program for the amelioration of learning deficits, is characterized by a structured format based on psychological theories. Its curriculum is designed to develop the basic language processes and to teach content in mathematics, language arts, social studies, and science. The other program, the Traditional program, aims to advance the personal, social, motor, and general language development of the children. Data were collected on 60 four-year-old children who were assigned to one of four classes, of 15 each, on a stratified basis such that the sex, race, IQ, and ages of the children in the classrooms were comparable. Results include: (1) Initially, the Karnes program more effectively promoted cognitive development than the Traditional program; (2) After three years, the differential program effects of the two programs were no longer statistically evident; and (3) the Cognitive functioning of the children at the end of a five-year period was significantly above their initial level. It is concluded that the Karnes Program significantly enhances the functioning of children in the cognitive, social, and probably affective areas. It is recommended that serious consideration be given to the further study and implementation of structured programs.

9. Levison, Cathryn A. Use of the Peer Group in the Socialization of the Isolate Child. April 1971, 10p. ED 054 858

Classroom Environment; Dramatic Play; *Interpersonal Competence; *Peer Groups; *Peer Relationship; Positive Reinforcement; *Preschool Children; *Social Reinforcement; Social Relations; Verbal Communication

This study was designed to evaluate the effectiveness of peers in reducing the isolation of preschool children who exhibited very little or no interaction with peers. Selection of subjects was made on the basis of quantity of verbal behavior and amount and quality of classroom play. In a 15-minute dyad play situation which maximized the opportunity for dramatic play, children who dispensed social rewards at a low rate. Observers recorded 9-minute samples of the occurrence or nonoccurrence of cooperative, parallel or solitary play, and verbal interactions initiated by or directed toward the subjects. The results are charted for four dyads. Ongoing work with isolated children has indicated that as a child becomes the recipient of positive reinforcement from his peers, the child's classroom behavior changes, and increases in both verbal interaction with others and cooperative play occur. Findings suggest that teachers may restructure classroom groups to counteract environmental factors that maintain the behavior of the isolate child.

10. Madsen, Millard. Sub-Cultural Determinants of Cooperative and Competitive Behavior. 1967, 36p. ED 057 891

*Achievement Need; Caucasians; *Cultural Differences; *Elementary School Students; Ethnic Groups; Mexican Americans; Motivation; Negroes; *Preschool Children; Sex Differences; *Social Behavior; Social Relations; Socioeconomic Influences

The three studies involved attempt to assess the nature of cooperative and competitive behavior of young children in different socioeconomic classes. In the first study, 36 pairs of Head Start children, representing Mexican-American, Negro and Caucasian ethnic groups, were investigated concerning their cooperative-competitive behavior in relation to their ethnic differences. Variances in behavior were marked from group to group. The second study involved 240 children, half of whom were enrolled in Head Start. The above three ethnic groups were represented equally in this project. Ethnic background was found to affect competitive behavior in only a partial way; it related to sex. Mexican-American boys were less competitive than other groups. The third study compared cooperative-competitive behavior in kibbutz and urban children in Israel, using 40 kibbutz children and the same number of city children, both with an age mean of eight years. Kibbutz children showed more cooperative behavior than did the city children.

11. Mischel, Walter. The Construction of Personality: Some Facts and Fantasies about Cognition and Social Behavior. September 1971, 29p. ED 058 935

*Behavior Theories; *Cognitive Processes; *Personality Theories; *Psychology; *Social Behavior

Fundamental assumptions regarding the nature of personality are discussed in relation to the various approaches or theories of personality assessment. These approaches are the Dispositional and the Specificity Theory. The Dispositional Approach is discussed as to assumptions and the empirical status of the assumptions. Some implications of specificity theory are presented in regard to common misconceptions, specificity and consistency in behavior, moderator variables and subject-condition interactions, from disposition to behavior: the social behaviorist's trip, and from behavior to dispositions: the subject's trip. A number of references are provided.

12. Nelson, Linden; Madsen, Millard C. Modification of Social Interaction in Five-Year-Olds: A Comparison of Training Paradigms Based on Reinforcement, Modeling, Rule Conformity, or Cooperation. December 1968, 21p. ED 057 885

*Behavioral Science Research; Games; Interaction Process Analysis; Models; Positive Reinforcement; *Preschool Children; *Social Behavior; *Social Relations; Task Performance; Test Construction; *Transfer of Training

To understand the developmental bases of moral-rational behavior in children, the effectiveness of four training paradigms in modifying social behavior was compared. The specific behavior studied was that of taking-turns in situations where mutual assistance was necessary in order for either of two children to receive prizes. The four training paradigms were: (1) reinforcement treatment--children took turns in helping each other get prizes, the reward being one child received a prize on each trial, as well as verbal approval; (2) modeling treatment--children observed adult models taking-turns in getting prizes; (3) rule conformity treatment--the experimenter labeled turn-taking, explained how to take-turns, and instructed the children to take-turns; and (4) the cooperation treatment--this emphasized "No one gets prizes unless you help each other" and "If you take-turns, you will both get prizes." The subjects were 69 matched pairs of 4- or 5-year-old children randomly selected for five two-person games during four experimental sessions on four days. The effectiveness of the training was measured by the degree to which it was transferred to new situations. Analyses of the data collected show that teaching a concept of cooperation (prizes can be obtained only by taking turns) was the only method that consistently led to more cooperative interaction in new situations.

13. Paulson, F. Leon; And Others. "Sesame Street" Social Goals Project. A Handbook on the Interpersonal Strategies of Cooperation, Conflict Resolution, and Differing Perspectives. December 1970, 45p. ED 057 895

Behavioral Science Research; Classroom Observation Techniques; Conflict Resolution; *Curriculum Development; *Educational Television; Empathy; Evaluation; Guides; Helping Relationship; *Interpersonal Relationship; *Preschool Children; *Social Behavior

The information contained in this report is intended for the "Sesame Street" writers who are assigned the task of creating program material in the interpersonal area. This information will also be useful for evaluation of program materials aimed at interpersonal goals. First, a list of interpersonal strategies is presented; these are: cooperation, conflict resolution; and differing perspectives. Each strategy describes a class of activity that is common to the interpersonal behavior of young children. In Part II of this report, each strategy is presented in relation to its descriptive definition and its interpersonal function. In Part III, detailed information on each strategy is given. In addition, some details about the circumstances in which each strategy is likely to occur and the frequency with which the strategies were observed in the behavior of young children are indicated. The strategies, their descriptive definition, and the examples given are based on actual classroom observation. An appendix provides descriptions of classrooms visited during the study.

14. Poli, Rosario, Comp. Humanities in the Classroom. 1971, 32p. ED 056 965

*Affective Objectives; Annotated Bibliographies; *Cultural Enrichment; Curriculum Development; Educational Development; Educational Programs; Elementary Grades; *Humanism; *Humanities Instruction; Literature Reviews; Resources Guides; Secondary Guides; *Socialization; Values

One of eighteen in a series, this annotated bibliography includes 64 publications that deal with the humanities and humanizing formal instruction at all instructional levels. Citations include recent ERIC documents, journal articles, and books. Others in the series are: SO 002 222 and SO 002 224.

15. Schwarz, J. Conrad. The Effects of Novel Stimulati[illegible] on Arousal Level in Young Children Alone and with a Friend. 1969, 16p. ED 057 894

*Anxiety; *Arousal Patterns; Aural Stimuli; Childhood Friendship; Peer Relationship; *Preschool Children; *Social Behavior; Social Relations; *Stimulus Behavior

To assess the effects of familiar social stimuli on arousal in a novel and mildly stressful environment, skin conductance was measured in 4-year-old nursery school children who experienced this environment under two conditions: (a) alone, and (b) in the presence of a close friend. The study was intended to test Zajonc's (1965) social facilitation hypothesis that the presence of others as spectators or as coactors enhances the emission of dominant responses, and Berlyne's arousal-reinforcement theory (1967), which implies that the affective consequences of a stimulus will be dependent upon prior level of arousal. Teacher ratings identified mutual friendships between like-sex children, and these children were paired in the experimental room. Electrodes attached to the fingers continuously measured skin conductance while the children listened to tape recorded sound effects (gong, crashing dishes, barking dogs, etc.) spaced at unpredictable intervals against a background of white noise. Results provided support for the present application of neither Berlyne's nor Zajonc's hypothesis, since significant main effects of the Alone vs. Friend conditions were not found.

16. Senior, Kathleen; Brophy, Jere. Praise and Group Competition as Motivating Incentives for Children. April 1972, 27p. ED 059 520

Educational Research; *Elementary School Students; Feedback; *Motivation; *Reinforcers; Response Mode; Rewards; Sex Differences; *Social Reinforcement; *Task Performance

The relative effectiveness of praise and group competition as motivating incentives affecting task persistence in young children was investigated. As predicted, competition was relatively more effective with 2nd graders

than with kindergarten children, with boys than with girls, and with boring tasks than with more ego-involving tasks. However, competition was not significantly more effective than praise except on boring tasks. Competition may not be a very effective incentive for younger school children in view of its possible negative side effects. Praise appears to be simpler and equally effective.

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4. Comer, James P. Child Development and Social Change: Some Points of Controversy. Journal of Negro Education, v40 n3, pp266-276, Summer 1971. EJ 045 609

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